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SCHOOL OF EDUCATION



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UNIVERSITY OF OREGON
EUGENE

SCHOOL OF EDUCATION

University Press

DEPARTMENT OF EDUCATION

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THE OUTLOOK

Before a teacher plans definitely to spend his time and money in the University he usually wants to know what the chances are for getting a position when he gets out. He wants to know how much competition he is liable to have and what lines of work seem to offer the best opportunity. It is of interest to know that the outlook for teachers in the state of Oregon was never more promising. There are hundreds of positions that must be filled by some one. The University has not filled as many of these positions as it could have filled if it had had more men and women trained ready to take them when the calls came. Therefore, many cities were compelled to go outside of the state for their principals and superintendents and their departmental teachers. At the present time there are 484 positions in the state paying a salary of \$1200 or more, 338 positions paying \$1500 or more, 95 positions paying \$2000 or more, and 44 positions paying \$2500 or more, to say nothing about the hundreds of positions paying from \$900 to \$1200. When a vacancy occurs in a position paying \$1500 or more, are you educationally prepared to step into it? In 1916 the University had 299 calls for teachers for almost all grades of work, including superintendents, principals and departmental teachers. In 1917 there were 318 calls for teachers in the various lines. Many of these positions were not filled by the University because of lack of available candidates. The war is making a greater scarcity of teachers. It is also effecting the methods of procedure. New problems are appearing. New courses are being provided, new standards are being set and readjustments are being made in many places. The qualifications of teachers are going higher, but the salaries are also going up, and teachers are becoming more secure in their positions and the additional compensation is commensurate with the added requirements.

ORGANIZATION

The School of Education of the University of Oregon was authorized by the Board of Regents in February, 1910. The general purpose of the school is to organize and correlate all the forces of the University which have for their ultimate aim the growth of educational efficiency in the State of Oregon. This work is done through the effective grouping of courses for teachers in the regular college curriculum, through the Summer School, the Correspondence School, and through investigation of questions of importance to the State and publication of results in

bulletin form. The new Education Building, designed for the School of Education, gives commodious and well fitted quarters for the school.

OPPORTUNITIES FOR SPECIALIZING

The School of Education, by means of the professional training offered in the various departments of education and the academic instruction given in the respective University departments, is prepared to train the following classes of teachers:

(1.) Superintendents, principals, supervisors, and teachers for administrative work.

(2.) Teachers for departmental work in a Senior high school.

(3.) Teachers for departmental work in a Junior high school.

(4.) Special supervisors in Music, Art, Physical Training, Athletic Sports, Public Speaking and Commerce.

(5.) Teachers for Normal Schools and Colleges.

(6.) Teachers who are interested in defective and subnormal children and delinquents.

(7.) Those who are interested in physical and mental measurements and tests as specialists in large cities.

For a more detailed synopsis of these courses, see under "Courses of Instruction" elsewhere in this Bulletin.

THE UNIVERSITY HIGH SCHOOL

The University High School is the laboratory for research work in education. It is housed in the Education Building where it is most convenient for students in education. Here students may have an opportunity of observing the successful application of methods of teaching and may acquire, under supervision, such skill as will lead to success in the actual work of the school. Model lessons are given by the supervisors in charge so that those who are preparing to teach may have illustrations to guide them in the application of the principles underlying education. Lesson plans are worked out and supervised teaching is done. Much of the teaching is done by the problematic or project method. Those unique problems of discipline and organization are carefully worked out. The physical equipment is modern and ample to take care of the needs of the school. The laboratories are especially well equipped and wide use is made of the apparatus. Student activities are encouraged and much may be learned from the methods employed. Mental and physical tests and measurements are made from time to time and a careful record is kept of the results in the various tests.

LIBRARY FACILITIES AND MUSEUMS

Library—The University library now contains in excess of 70,000 volumes and is rapidly growing. For research work in education the library offers, by far, the best opportunities of any library in the state. It is open every day except Sunday from 7:45 A.M. to 10 P.M. Books not found in the library dealing with any special research problem, which a student may be interested in, will be ordered as far as possible. All the current magazines and periodicals are found in the general reading room.

Museum.—The Geological Museum contains thousands of specimens of vertebrate fossils from the John Day Valley, invertebrate specimens, Paleo-botanical specimens, a display and type collection of minerals, Oregon economic minerals, type collection of rocks, an ethnological collection of tools and implements used by early man and many other interesting specimens.

The Botanical Museum consists of a number of collections known as the Howell collection, the Leiberg collection, the Cusick collection, and the Edmund P. Sheldon collection. These collections approximate 35,000 specimens.

THE APPOINTMENT BUREAU

The University maintains an Appointment Bureau to aid its graduates and Alumni to find those positions for which their academic and professional training has fitted them. The fee is one dollar, payable but once. The Bureau keeps in touch with the Boards of Education and Superintendents desiring teachers and strives to put the right teacher in the right place. The Bureau does not assist teachers who are not University of Oregon graduates, but concentrates all its energies in the service of its own graduates. A great many more calls for superintendents, principals and departmental teachers come to this Bureau than we are able to fill, and the number of calls is increasing each year. The recommendation of the Bureau will be limited to candidates who have taken courses as prescribed by the faculty of the School of Education.

PUBLICATIONS

The following publications are issued by the faculty and student body of the University:

The University of Oregon Bulletin; published monthly except during the summer vacation. The Extension Monitor, a monthly magazine published by the University for distribution among correspondence students. The Commonwealth Review, issued quar-

terly as the publication agency of the community and commonwealth service movement instituted under the auspices of the University of Oregon. The Oregon Emerald, published three times a week during the college year by the student body of the University. The Oregana, published annually by the Associated Students. This is a publication of four hundred pages which portrays all phases of University life.

CORRESPONDENCE COURSES

The University operates a Correspondence School which enables teachers and others looking toward a University education to do a part of their work by correspondence. Practically all departments offer some courses in this school. The courses are of two kinds. First, entrance courses which may be taken by those who have not had sufficient work to meet the entrance requirements of the University. Here six semester hours will be considered as equivalent to one unit of entrance work. Second, work of regular college or University grade is offered to those who wish to take work for University credit. The cost is \$1.00 per semester hour. Many excellent courses are offered in such subjects as Educational Psychology, Child Psychology, History of Education, Methods of Study, work in Secondary Education and other subjects, all of which are basic courses and are preliminary to the more advanced courses in Education. A circular dealing with the course in detail, from the Correspondence School, may be had for the asking.

ADMISSION TO THE SCHOOL OF EDUCATION

The requirements for admission to the School of Education are the same as those for admission to the College of Literature, Science, and the Arts, viz: Fifteen units, representing completion of a four years' high school course. Persons more than twenty years of age and properly qualified may enter the University as special students without complying with the above requirement, but no such student may be a candidate for a degree or University teacher's certificate until all entrance deficiencies are made up.

NORMAL SCHOOL CREDIT

The School of Education will grant two years of advanced standing to those students who are graduates of the Oregon State Normal School, providing that before entering the normal school such students were graduates of standard high schools.

WORK MAY BE SUBSTITUTED

Advanced work in Education may be substituted for the two years foreign language requirement for those who wish to take the degree Bachelor of Science in Education. Students making this substitution earn a B. S. in Education instead of an A. B. degree.

HONORS

The University may grant two kinds of honors to its students upon graduation:

(1.) Honors in general scholarship granted to those whose general scholarship shall be such that for each semester hour's credit ranking below "S" they shall have three semester hours which rank above "S" provided none are below passing.

(2.) Honors given in a subject. These honors are based upon excellence of work in one or more honor courses designated by the major professor. The requirements for these honors are intended to be so high that only a few students may be able to qualify each year.

STUDENTS' LOAN FUND

Through the generosity of a number of public spirited men and women in Oregon and the graduating classes of the University, a students' loan fund has been provided. This fund enables deserving students to borrow money to assist them in doing resident work in the University. Students should not, however, depend upon this fund exclusively for support.

GENERAL EXPENSES

Comparative statements of students' expense accounts suggest the following as approximately correct for one year's work from September to June:

| | Low | Average | Liberal |
|------------------------|-----------------|-----------------|-----------------|
| Incidental Fees | \$ 10.00 | \$ 10.00 | \$ 10.00 |
| Student Body Tax | 8.00 | 8.00 | 8.00 |
| Board and room | 162.00 | 225.00 | 270.00 |
| Sundries | 120.00 | 157.00 | 237.00 |
| | <u>\$300.00</u> | <u>\$400.00</u> | <u>\$525.00</u> |

Married men or women who wish to rent a house or seek apartments for light housekeeping will find rents in Eugene exceptionally low.

CHANCES FOR WORK

Students who wish to earn money by working in order to supplement their bank account, may find many varieties of work open to them, both manual and mental. Some spend part of their time teaching in the Eugene schools, others clerk, some do typing, wait table for board, care for lawns, assist about the University, etc.

ORGANIZATIONS

Ample opportunity is offered to students who wish to participate in an intimate way in the various organizations about the University. The Associated Students exercise general control over all student affairs within the University. The Student Council, consisting of twelve members, acts as intermediary between faculty and students and looks after many other phases of student life.

The Council of Women Students holds its meetings every two weeks for the discussion of matters pertaining to the welfare of University women. Other organizations about the University are the literary societies, Der Verein Germania, organized by students in the German department, Dramatic Societies, Mathematics Club, the Young Men's and Young Women's Christian Associations, Intercollegiate Oratorical Association, the Intercollegiate Debating League, and other organizations.

THE SUMMER SCHOOL

The Summer School is the ideal opportunity for ambitious teachers. It is an opportunity for strengthening the weak links in the professional chain and a chance to "get ahead" in the profession. Beginning the latter part of June each year, the University will conduct a six weeks' summer session. Practically all departments of the University offer work in the summer school. The University makes it a point to bring in a number of eminent lecturers from the various fields of knowledge, thus supplementing the regular class work in a very interesting and profitable way. The City of Eugene is a very agreeable place to spend six weeks of the summer. A Summer School Bulletin may be had by applying to the University.

DEGREES

BACHELOR OF ARTS OR SCIENCE

The degree, Bachelor of Arts, or Bachelor of Science, is conferred upon students of the School of Education who have secured 120 hours of college credits, exclusive of twelve semester hours required in physical training and including work required by the major professor.

MASTER OF ARTS OR SCIENCE

The degree Master of Arts or Master of Science is conferred upon those students who have received the Bachelor's degree from this institution or from some other college or university of approved standing. The graduate School of Education is a department of the Graduate School of Arts and Sciences, and as such it offers opportunity for graduate study to those who have done their major work in other fields, as well as for those who have done their major work in Education.

The advanced courses in Education aim to meet the needs of three classes of students: First, those who are preparing to give courses in the history and principles of Education in colleges and normal schools; second, those who are preparing to become supervisors and administrators in various types of schools; third, students in various departments of the University, who, in addition to the course in the subject matter which they intend to teach, wish to become acquainted with the principles underlying all educational organization and method. The last mentioned class of students may take Education as a minor subject. Graduate students who have had no courses in Education, but wish to complete the fifteen hours required for the State certificate, should register in the undergraduate course.

CERTIFICATES OF GRADUATION

Graduates from the School of Education are entitled to teaching certificates as provided in the following Oregon school law:

Certificates shall be issued to graduates from standard colleges or universities who have completed one hundred and twenty (120) semester hours, including fifteen (15) semester hours in education as follows:

1. One-year State certificates shall be issued without examination, upon application, to such graduates of standard colleges and

universities, authorizing them to teach only in the high schools of this State.

2. The holder of a one-year State certificate, issued in accordance with the provisions of this section shall, after six months' successful teaching experience in this State and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive, without examination, a five-year State certificate authorizing him to teach only in the high schools of this State.

3. The holder of a five-year State certificate issued in accordance with the provisions of this section shall, after thirty months' successful teaching experience in this State and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive, without examination, a State life certificate authorizing him to teach only in the high schools of this State.

4. The holder of a one-year State certificate, or a five-year State certificate, or a life State certificate, secured in accordance with the provisions of this section is hereby authorized to act as a city superintendent of schools of any city.

Fees are as follows, payable to the State Superintendent of Public Instruction:

| | |
|---|--------|
| One-year certificate | \$1.00 |
| Five-year certificate (after six months' teaching)..... | 2.00 |

COURSES OF INSTRUCTION

101. **Principles of Education**—An introduction to the general field of education. Treats of the following and related topics: Biological, psychological and sociological bases of education; educational aims, values and agencies; formal discipline; public school curricula, and teachers' training courses. Not open to freshmen.

Professors Sheldon and Gregory. Fall and winter quarters.

102. **History of Modern Education**—This course includes the reading and discussion of the fundamental books in modern pedagogy, such as Rousseau's *Emile*, Froebel's *Education of Man*, Spencer's *Education*, etc.

Professor Sheldon. Four hours, winter and spring quarters.

103. **Educational Psychology**—Application of the fundamental principles of adult psychology to educational problems. Types of learning, reflective thinking, how to study, the doctrine of endowment, individual differences, special mental processes, psychology of skill and the instrumental subjects.

Professor DeBusk.

Four hours, fall quarter.

104. **Genetic Psychology**—A study of the normal, mental and physical development of the individual thru the chief growth periods. The more important mental characteristics of each period are emphasized, and the chief influences contributing to the development of personality are considered; also adolescence, its chief mental and physical characteristics in relation to school work.

Professor DeBusk.

Four hours, winter quarter.

105. **Secondary Education**—History, organization and administration of secondary education in America; training of secondary teachers. School management applied to secondary schools. In addition to the regular work of the course, the librarian of the University will present the topic of the high school library, the Department of Physical Training will present the hygienic problems of the high school, and outside lecturers will discuss the athletic and social problems of the high school. Prerequisite for practice teaching in secondary subjects.

Professor Sheldon, Professor DeBusk.

Four hours, fall and winter quarters.

107. **Observation of Teaching**—Observation work in University demonstration school and in other secondary schools. Outlines of class and school management and technique of instruction. Reports and class discussions. Required of all prospective teachers and a prerequisite for supervised teaching.

Professor Stetson.

Three hours, given each quarter.

110. **Civic Education**—Points of approach and subject matter in the field of civics, economics and history, especially from the point of view of the junior high school.

Mr. French.

Three hours.

112. Supervised Teaching—In University demonstration school and in local secondary schools. This work is under the direction of the department. Students should apply thru the Registrar for this course during the preceding semester. General announcement and directions will be posted on the bulletin board in the Education Building. Repeated each semester. Students to register for one semester only. Prerequisite, six hours in education, including observation of teaching and senior standing.

Professor Stetson, Mr. Ruch, and Mr. French.

Four or five hours, repeated each semester.

213a. Educational Hygiene.—A general course. Hygiene of the the school plant, heating, lighting, ventilation, the school environment. Administration of educational hygiene, school feeding, school diseases, medical inspection, dental inspection.

Professor DeBusk.

Four hours, fall quarter.

208. School Administration—State, county, town, township and district organization. The school district and its problems of organization, administration, supervision, instruction and measurement. Reorganization of county and state school administration.

Professor Gregory.

Four hours, fall quarter.

209. Experimental Education. Statistical Methods applied to Education—This is the method of statistical analysis. Quantitative measurements are made in the field of education. Much time is spent on the interpretation of educational statistics. Short cuts in computation are emphasized. Much drill in the use of statistical methods is given. Opportunity is offered for practice in the making of charts and drafts.

Professor Gregory.

Four hours, winter quarter.

210. The Organization of Common School Curricula—Principles underlying the development of the course of study. The content of the course of study. The grading of the course of study. The course of study as a supervisory instrument. The elements of a good course of study. The state course of study in Oregon. Securing the materials of instruction. A critical study of some of the best courses of instruction. The work is a library course and a great many syllabi and references will be consulted and a wide acquaintance with the literature is expected.

Professor Gregory.

Four hours, spring quarter.

FOR GRADUATES AND ADVANCED STUDENTS

216. Philosophy of Education—Advanced aim and purpose of education, criticism of fundamental characteristics of present-day systems, consideration of the moral education movement, education from the standpoint of the individual, society and the species. Prerequisite: Education 1 and 2

Professor Sheldon,

Four hours, winter quarter.

217a. Exceptional Children—A study of the factors that effect the mental and physical growth and functioning. Heredity, physiological age, disorders of growth, malnutrition, defects of the special sense organs, teeth, adenoids, tonsils, the nervous child, neuroses of development.

Professor DeBusk.

Three hours, fall quarter.

217b. Exceptional Children—The method and technique of the examination of the school child. Intelligence testing. The literature of tests. Social and educational treatment of types of exceptional children.

Professor De Busk.

Three hours, winter quarter.

18. Social and Moral Education—Underlying principles. Study of systems of moral instruction in different countries. Recent movements in social education. Lectures, reports and discussions.

Professor Sheldon.

21. History of Education in America—Lectures, reports and discussions. Knowledge of American History a prerequisite.

Professor Sheldon.

Four hours, spring quarter.

22. Education Club and Seminar—Reports of current educational meetings, book reviews, discussion of special topics investigated by members.

Professor Sheldon.

Two hours, each quarter.

COURSE OF STUDY FOR HIGH SCHOOL TEACHERS

Students expecting to teach in the high school should take Education 101 and 202, 103 or 104, 105. Observation and practice teaching, two or three courses in Group V (special methods), and one or two of the departmental academic courses listed below:

COURSES REQUIRED BY DEPARTMENTS

The following list of the courses of study necessary to equip teachers in the different high school subjects represents the irreducible minimum which the department in question considers necessary to insure superior teaching. Under the ordinary conditions no student will be recommended for a position in a department of a large high school who has not carried successfully in his college course all the work outlined. Exceptions may be made of small high schools where the candidate must of necessity teach a large variety of subjects. In schools of this class, where the faculty is limited to three teachers or less, students will be recommended upon the successful completion of shorter courses in the subject to be taught. In foreign languages, students, to secure recommendations, must have taken at least four years' work, of which two years must have been completed in a college or university.

It is advisable for students to fit themselves for teaching more than one subject. When the demand for teachers in the different subjects fluctuates from year to year, there is at present a particularly strong demand for men capable of teaching one department and acting as physical director. Ability to supervise music, athletics or public speaking, adds materially to the chances of securing a first-class position. Various combinations of subjects are asked for, but the majority of calls are for teachers of two or more adjacent subjects as arranged in the following group: German, Latin, English, History, Civics, Mathematics, Science (i. e., Physics, Biology, Physiology, Chemistry, Physiography), Manual Training, Commercial Subjects.

The courses agreed upon by the various departments as requisite for a teacher's recommendation in a high school are as follows. Each student upon graduation should be in a position to teach one major and two minors. The present list is made to fit the requirements for minors:

Latin

Six years of work in the subject is required, or at least two years beyond the four years offered in the secondary schools. Fifth year Latin includes such standard authors as Cicero's *De Senectute*, Vergil's *Eclogues*, a play of Plautus, Horace's *Odes*, Sallust's *Jugurtha*, selections from Catullus and Tibullus. Sixth year, Horace's *Satires* and *Epistles*, a book of Livy, Ovid's *Tristia*, a play of Terence, selections from Pliny and Martial.

German

Four years' consecutive work, including:

Elementary German.

Advanced German.

German Classical Drama.

And either Getman Fiction and Contemporary Literature
or the Nineteenth Century Novel in addition to the
teaching of German.

French

Elementary French.

Advanced French.

History of French Literature in Seventeenth Century.

History of French Literature in Eighteenth and Nineteenth
centuries.

French Conversation.

Spanish

Advanced Spanish.

Elementary Spanish.

Classical Spanish.

English Language, Composition and Literature

English Composition.

American Literature.

English Literature (Fresh.)

Wordsworth.

Shakespeare (one semester).

Teaching of English.

Teachers' Course in Public Speaking.

Teachers' Course in Dramatic Interpretation.

History

Greece and Rome.

Middle Ages.

Renaissance and Reformation.

Industrial History of Europe.

Modern European History

History of England

Early American History

Later American History

Mathematics

Advanced Algebra and Plane Trigonometry.
Analytic Geometry and Calculus.
Theory of Equations and Determinants.
Teaching of Mathematics.
History of Mathematics.

Geology

For teachers of Physical Geography and Introductory Science:

General Geology.
Physiography.

Physics

General Physics.
History and Teaching of Physics
Physical Technics.

Chemistry

General Chemistry.
Analytical Chemistry.
Organic Chemistry.
Teacher's Course.

Botany

General Zoology.
Elementary Physiology.
Field Zoology.

Zoology

General Botany.
Systematic Botany.
Pedagogy of Botany.

The Department of Education recommends the following courses to students preparing for high school positions:

Sophomore Year—History of Education (Course 102); Principles of Education (Course 101). Psychology is also advisable, but does not count as Education.

Junior Year—Educational Psychology (Course 3); Secondary Education (Course 5); Observation of Teaching (Course 7).

Senior Year—Practice Teaching (Course 12), four or five hours.

PLAN OF EDUCATIONAL COURSES

The advanced work in Education is arranged in cycles. So long as a quarter plan is in vogue the cycle for advanced work in graduate study will extend over a period of three quarters or one full year's work. The courses are so arranged that the hours do not conflict, thus affording a wide range of courses for those who wish to do advanced work. The first cycle deals primarily with the administrative side of education. It is designed for superintendents and principals and for those who will devote a large part of their time to the problems of supervision and administration. The first quarter will take up the subject of school administration proper. The second quarter will deal with Statistical Methods in Education, followed in the third quarter by the Organization of Common School Curricula.

The second cycle of courses deals with the psychological and hygienic phases of education. (Educational Hygiene in the fall, Exceptional Children second quarter, and Mental and Physical Tests and Diagnostic Methods the third quarter.)

The third cycle deals with social aspects of education and consists of History of American Education, Modern Social Problems in Education and Educational Sociology.

Coordinate with these courses are the courses in the practical application of the various principles of education. Here the practical phases are especially emphasized. The work is done in observation classes and classes in supervised teaching. Six hours of work in education, including a course in observation, is a prerequisite to practice teaching.

Through the courtesy of Superintendent W. R. Rutherford and the Board of Education of the City of Eugene, much additional work of a practical nature is done in the city schools.

COURSE FOR ART SUPERVISORS

The following schedule of courses offered by the School of Architecture and Allied Arts is recommended for students contemplating training as Art Teachers or Supervisors.

FRESHMAN YEAR

| Course for Art Teachers | 3 credits each term |
|--|---------------------|
| Design—Elementary—Applied Lettering..... | 1 credit |
| Representation—Object—Nature | 1 credit |
| Color—Theory | 1 credit |

| | |
|--------------------------------|----------------------------|
| Instrumental Drawing | 2 credits each term |
| Perspective } | 1 credit |
| Geometrical } | |
| Constructive Lettering } | 1 credit |
| Working Drawings } | |
| <hr/> | |
| | 5 credits each term |

SOPHOMORE YEAR

| | |
|---|----------------------------|
| Course for Art Teachers | 4 credits each term |
| Design | 1 credit |
| Pictorial Representation | 1 credit |
| Color—Water Color | 1 credit |
| Drawing—Cast & Life | 1 credit |
| History of Civilization and Art Epochs | 3 credits each term |
| (Including Historic Ornament) | |
| <hr/> | |
| | 7 credits each term |

JUNIOR YEAR

| | |
|---|----------------------------|
| Course for Art Teachers | 6 credits each term |
| Design—Applied | 1 credit |
| Picture Study | 1 credit |
| Pictorial Representation | 1 credit |
| Drawing—Life | 1 credit |
| Pen and Pencil Composition—Values—Technique.... | 1 credit |
| Color—Water Color—Oil..... | 1 credit |
| History of Civilization and Art Epochs | 2 credits each term |
| <hr/> | |
| | 8 credits each term |

SENIOR YEAR

| | |
|--------------------------------|-----------------------------|
| Course for Art Teachers | 8 credits each term |
| Applied Design | 2 credits |
| Pictorial Representation | 1 credit |
| Pedagogy | 1 credit |
| Practice Teaching..... | 1 credit |
| Drawing—Life | 1 credit |
| Composition | 1 credit |
| Modeling | 1 credit |
| Art Appreciation | 2 credits each term |
| <hr/> | |
| | 10 credits each term |

SPECIAL COURSE FOR TEACHERS OF PHYSICAL EDUCATION

FRESHMAN YEAR

Zoology 4 hours and, if not presented for entrance, Physics 3 hours.

SOPHOMORE YEAR

Chemistry 4 hours, Psychology 3 hours, and two terms of human Anatomy—Applied and Visceral—4 hours.

JUNIOR YEAR

| Autumn | Hrs. | Winter | Hrs. | Spring | Hrs. |
|-------------------------------|------|-------------------------------|------|------------------------------------|------|
| Kinesiology | 5 | Physiology | 5 | Theory of Physical Education | 3 |
| Technique of Teaching | 1 | Normal Instruction | 1 | Playground Supervision | 3 |
| Principles of Education | 3 | Observation of Teaching | 3 | Gymnastics | 1 |
| Playground Supervision | 3 | Playground Supervision | 3 | Sports | 1½ |
| Gymnastics | 1 | Gymnastics | 1 | Physiology | 5 |
| Dancing | ½ | Dancing | ½ | Normal Instruction | 1 |

SENIOR YEAR

| Autumn | Hrs. | Winter | Hrs. | Spring | Hrs. |
|-------------------------------------|------|------------------------------------|------|---------------------------------------|------|
| Corrective Gymnastics | 3 | Corrective Gymnastics | 3 | Anthropometry & phys. diagnosis | 3 |
| Theory of Physical Education | 3 | Theory of Physical Education | 3 | Emergencies & Bandaging | 2 |
| History of Physical Education | 2 | Eugenics | 2 | Teaching | 2-3 |
| Teaching | 2-3 | Teaching | 2-3 | Gymnastics and Sports | 1½ |
| Gymnastics and Sports | 1½ | Gymnastics and Sports | 1½ | | |

SPECIAL COURSE FOR MUSIC TEACHERS

The Public School Music Department offers a Supervisor's course in grade and high school music. The first requisite is musicianship. The student-teacher then receives a thorough and systematic training in the application of music, from the first grade through the high school. She is required to teach two terms, and an opportunity is provided in the Eugene City Schools.

Our aim is to train teachers in such a way that they may give children good music in the most practical way and teach them to love it. A teacher who accomplishes this must appreciate all that she wishes to convey, and therefore the prerequisites of this course would include the ability to play the choruses she expects to teach and a knowledge of the constructional side of music. She must also be trained in vocal so that she can properly care for the young voices in her charge. She must know how to avail herself of all the musical helps within reach; such as, the possibilities of the talking machine; the most desirable publications; and the people who are authorities in the musical world. The School of Music offers courses in all musical lines, and the Public School Music Department purposes to apply this knowledge to school needs.

N. B. In addition to the practice teaching (at present at least two terms) the work in education should be that which you prefer. The courses were chosen because of precedent, but I should be pleased to have you select what you think best.

The following are the minimum requirements for a certificate:

Ability to read and play moderately difficult choruses or accompaniments.

Two years' instruction in singing.

The elements of Musical Science, three terms.

Analysis of Music, two terms.

Musical History, three terms.

Sight Singing, three terms.

Public School Methods.

History of Education.

Principles of Education.

Choir experience.

Practice Teaching and Directing. This is afforded by the University High School, the Eugene Public Schools and the sight singing class.

Professor Evans.

Two hours, entire year.

12. Public School Methods— This course aims to show how musical knowledge is adapted to the needs of the public school. The following and other points will be taken up:

Ways of arousing and holding interest.

Calls and scale songs for the unification of voices.

Development of the sense of pitch and rythm through rote singing.

Phrasing and interpretation.

The various systems of music books and manuals used as texts

The use of "do, re, mi" as "something to teach."

Direct presentation.

Practice in directing chorus work.

Use of the Victrola.

Professor Annett.

Three hours, throughout the year.

13. Sight Singing—For the purpose of identification, the name "Sight Singing" has been retained, though it gives little clew to the character of the work done. A better name would be "The Practical Reading of Music." We do not read a language by laboriously picking out individual letters—meaning comes from combinations. We read a word—sometimes a sentence. The analogy is evident. We do not read individual notes. Musical meaning comes from combination of tones. We read the symbols for a chord, figure or a motive, possibly a phrase. For this reason it must be evident that the symbols of reading by the "do, re, mi" method is absolutely discarded. However comforting such a system may be to the musically unequipped who must have "something to teach," it is inimical to the thought processes of the real musician and has no rightful place in any scheme of musical education. A pamphlet "Shall We Have Music or Do, Re, Mi?" going into details of the question will be sent upon receipt of postage.

Professor Landsbury.

One hour, throughout the year.

1. The Elements of Musical Science—A general course in the history, construction and treatment of harmonic forms. Work is done by means of letters and recitations, and throughout the course great stress is laid upon the development of the ear. The first term deals with such topics as terminology, major and minor scales, intervals, major and minor triads, inversions—especially the "six-four" chord—general theory of harmonic progression, etc. The second term will be devoted largely to the study of dissonant combinations—especially seventh and ninth chords—open position, etc. Modulation forms the basis of the third term work. A

thorough study will be made of foreign tones, contrapuntal chords, the augmented chords, enharmonic equivalents, modern scales and harmonizations, etc. The course aims to show that music is an experience rather than a clever collection of symbols.

Professor Landsbury.

Three hours, throughout the year.

2 Contrapuntal Analysis—A study of the structural basis of the strict style in general and the inventions and earlier fugues of J. S. Bach in particular. Primarily a study of motive development.

Professor Landsbury.

Three hours, one term.

3. Formal Analysis—A study of the Musical Architecture of the free style, the career of the motive as influenced by the phrase, period and form, the song forms, developed ternary form, etc. The sonatas of Hayden, Mozart, Beethoven, Schumann and Brahms will be used as texts. This is a very practical course for those wishing to know the basis of interpretation.

Professor Landsbury.

Three hours, one term.

10. History and Appreciation of Music—A course of lectures, together with supplementary research work, dealing with the evolution of music; its relation to the other arts and sciences, and its place in a liberal education. A considerable part of the time will be devoted to the problem of intelligent listening. This course is recommended to those who wish to increase their capacity for understanding and enjoyment of musical literature and who are desirous of knowing upon what grounds and in what measure a musical work is to be judged. Throughout the course the Victrola will be liberally used for illustration.

Professor Evans.

Two hours, entire year.

SPECIAL COURSES FOR DIRECTOR OF ATHLETICS

For men who desire the ability of training athletic teams in connection with high school teaching. The course includes (1) An introduction to the sciences underlying physical activity; (2) a practical study of personal hygiene, first aid to the injured and prescriptive exercise; (3) a detailed study of the theory, rules and methods of coaching each of the high school

athletic sports, supplemented by practical work on the field, and (4) a professional study of educational theory and practice.

The following courses are offered:

Personal Hygiene, one hour, both semesters.

Theory and Coaching of High School Sports, two hours, both semesters.

The courses will be open to juniors and seniors who are prospective teachers. Successful completion of these courses will entitle students to a recommendation as Director of High School Sports.

